**Year 10 – Australian Voices** (4-5 weeks)

**Content**

**Key Terms:**

**Aims and Objectives**

**Skills**

|  |  |  |
| --- | --- | --- |
| Learning Activity | Student Product | Formative Summative |
| Introduction – 1 x 50 min. period   * Introduce the concept of “Strine”, the Australian “dialect”. * Ask students to brainstorm non-offensive examples of Strine and record these on the board, forming a vocabulary list. The attached list might be used as a guide to the type of terms that could be listed. * Have students choose one of the terms from the board each. They should record the meaning of the terms as they understand it, then undertake some research in order to find the actual/agreed meaning and the root of the term. * Students briefly report their findings back to the class. This can also be submitted in writing. * As part of the discussion of the origin/root of these terms/phrases, this video clip of Kylie Mole might be useful in relation to the term “bogan”… <http://www.youtube.com/watch?v=Vnuf9-zgdyw> This term came to popularity in the 1980s, around the same time as the Kyle Mole character appeared on TV. |  | F |
| 1 x 50 min. period   * Discuss stereotypical Australian figures (e.g. Steve Irwin, Alf Stewart from Home & Away, Ted Bullpit from Kingswood Country, Paul Hogan, Kath & Kim, etc.), with a focus on the commonalities. How do their broad accents, irreverence, overuse of slang and informality in speech contribute to this stereotype? * Provide students with an example of a piece of writing from a very different culture of English language, e.g. “The Landlady” by Roald Dahl. Have students create an adaptation into Strine of a passage from the piece of writing. Alternately, they could produce a dialogue/script between two speakers of Strine, which would be incomprehensible to an English speaker unfamiliar with the Australian dialect. |  | F |
| 1 x 50 min. period   * Watch selected scenes from “The Castle”, having students pay attention to a) terms or phrases that may have been popoularised by the film or have entered the Australian vernacular due to the film’s release, and b) the different types of English spoken by the characters Farouk, Con, Darryl, Sal, Dennis and Mr. Hammill. * Discuss the language identified by the students. “Tell him he’s dreaming.”, “Suffer in your jocks.”, “Everybody’s kicked a goal.”, and other such phrases should be included in this discussion. This reinforces earlier discussions of Strine and can be used as the basis of a discussion of how popular culture influences our dialect. * Discuss the different manners of speech of the abovementioned characters. Ask students to name categories for these. Introduce the concept of “cultivated English” to describe the way in which Mr. Hammill speaks. |  | F |
| 2 x 50 min. period   * <http://www.bonegilla.com.au/> - Students read and explore to learn about the role of Bonegilla as a starting point for many new migrants to Australia in the 1940s. * <http://www.bonegilla.com.au/research/suitcase/> - Students complete this interactive activity to “experience” having to make the kinds of decisions new migrants and refugees have to make when leaving their home country.   + Have students write a fictional narrative from the perspective of a migrant/refugee packing a bag to leave their country forever, in order to move to Australia for safety and a more secure future. They should discuss the memories and/or hopes associated with each item they choose to pack. **This will become a writing folio piece, and may be drafted.** |  | S |
| 1 x 50 min. period   * Have students consider the influence of shared Australian culture, ethnic culture and popular culture on the way people speak. The discussion of pop culture could include content about how American language finds its way into the Australian vernacular via pop culture (e.g. “slumber parties” vs “sleep-overs”). * Have students audit their own language use, with the aim of identifying at least one example of the influence of shared Australian culture, ethnic culture and popular culture on the way they speak. Introduce the concept of an “idiolect”. * Students are to develop an oral presentation, accompanied by visuals, to explain the origins of certain elements of their idiolect. **This should be completed at home and presented in a week’s time or thereabouts for assessment**. |  | (S) |
| 4 x 50 min. period   * Introduce students to a selection of the following poetry and short fiction…   + “Municipal Gum”   + “We Are Going”   + “No More Boomerang”   by Oodgeroo Noonuccal   + “The Man From Snowy River”   + “The Geebung Polo Club”   + “Clancy of the Overflow”  by A. B. Paterson   + “A Golden Shanty” by Edward Dyson (NB: racism)   + “The Chosen Vessel” by Barbara Baynton   + Excerpts from “He Died With A Felafel In His Hand” by John Birmingham   + “Geek Manifesto” by The Winnie Coopers (rap)   + Something by Barry Humphries * Students should compare two texts – looking at how authors present similar theme, idea or issue and write an essay comparing these two – at least 500 words |  | S |
| 2 x 50 min. periods approx.   * Have students give their “Idiolect” presentations for assessment. |  | S |
| 2 x 50 min. periods approx.   * Discuss how language reflects the culture of a society and how an understanding of this can enrich our reading of various texts. * Read a passage from “Jasper Jones” and a passage from “To Kill A Mockingbird” and discuss what language features make them uniquely Australian and uniquely Southern, respectively. |  | F |

**Appendix**

Australian National Curriculum learning outcomes covered in this unit

**Year 10 Content Descriptions**

**Language**

* + Critical and creative thinking
  + Writing
  + Listening
  + Speaking
  + Reading

**Language for interaction**

1. Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people [(ACELA1564)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1564)
   * Literacy
   * Intercultural understanding
   * Personal and social capability
   * Critical and creative thinking
   * Aboriginal and Torres Strait Islander histories and cultures
   * Asia and Australia´s engagement with Asia
   * Writing
   * Listening
   * Speaking
   * Reading
2. Understand that people’s evaluations of [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) are influenced by their value systems, the [context](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=context) and the purpose and [mode](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=mode) of communication [(ACELA1565)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1565)
   * Literacy
   * Critical and creative thinking
   * Ethical behaviour
   * Writing
   * Listening
   * Speaking
   * Reading

**Text structure and organisation**

1. Compare the purposes, [text structures](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text%20structure) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=language%20features) of traditional and contemporary [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) in different media [(ACELA1566)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1566)
2. Understand [conventions](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=convention) for citing others, and how to reference these in different ways [(ACELA1568)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1568)
   * Literacy
   * Writing
   * Reading

**Expressing and developing ideas**

1. Evaluate the impact on [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience) of different choices in the representation of still and moving images [(ACELA1572)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1572)
   * Literacy
   * Personal and social capability
   * Critical and creative thinking
   * Writing
   * Listening
   * Speaking
   * Reading
2. Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience)[(ACELA1571)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1571)
   * Literacy
   * Critical and creative thinking
   * Writing
   * Listening
   * Speaking
   * Literacy
   * Writing
   * Listening
   * Speaking
   * Reading
   * Literacy
   * Intercultural understanding
   * Personal and social capability
   * Critical and creative thinking
   * Aboriginal and Torres Strait Islander histories and cultures
   * Asia and Australia´s engagement with Asia
   * Writing
   * Listening
   * Speaking
   * Reading
   * Literacy
   * Critical and creative thinking
   * Ethical behaviour
   * Writing
   * Listening
   * Speaking
   * Reading
   * Literacy
   * Critical and creative thinking
   * Speaking

**Literacy**

* + Literacy
  + Intercultural understanding
  + Critical and creative thinking
  + Aboriginal and Torres Strait Islander histories and cultures
  + Asia and Australia´s engagement with Asia
  + Writing
  + Reading

**Interacting with others**

1. Identify and explore the purposes and effects of different [text structures](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text%20structure) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=language%20features) of spoken [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text), and use this knowledge to [create](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=create) purposeful [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) that inform, persuade and engage [(ACELY1750)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1750)
   * Literacy
   * Personal and social capability
   * Critical and creative thinking
   * Writing
   * Reading
2. Use organisation patterns, [voice](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=voice) and language [conventions](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=convention) to present a [point of view](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=point%20of%20view) on a [subject](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=subject), speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience)[(ACELY1813)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1813)
   * Literacy
   * Personal and social capability
   * Writing
3. Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action [(ACELY1751)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1751)
   * Literacy
   * Personal and social capability
   * Information and communication technology capability
   * Critical and creative thinking
   * Writing

**Interpreting, analysing, evaluating**

1. Identify and analyse implicit or explicit values, beliefs and assumptions in [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) and how these are influenced by purposes and likely [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience)[(ACELY1752)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1752)
2. Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=comprehension%20strategies) to compare and contrast information within and between [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text), identifying and analysing embedded perspectives, and evaluating supporting evidence [(ACELY1754)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1754)
   * Literacy
   * Critical and creative thinking
   * Asia and Australia´s engagement with Asia
   * Writing
   * Reading

**Creating texts**

1. [Create](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=create) sustained [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text), including [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues [(ACELY1756)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1756)
   * Literacy
   * Personal and social capability
   * Information and communication technology capability
   * Critical and creative thinking
   * Asia and Australia´s engagement with Asia
   * Speaking
2. Review, edit and refine students’ own and others’ [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) for control of content, organisation, [sentence](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=sentence) structure, vocabulary, and/or [visual features](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=visual%20features) to achieve particular purposes and effects [(ACELY1757)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1757)
   * Literacy
   * Personal and social capability
   * Information and communication technology capability
   * Critical and creative thinking
   * Writing
   * Reading
   * Literacy
   * Information and communication technology capability
   * Critical and creative thinking
   * Reading